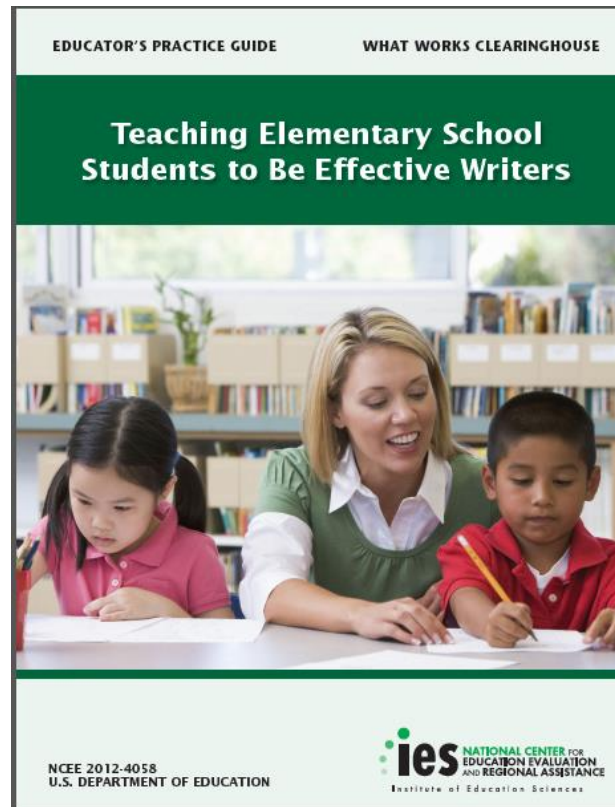


# Writing Foundations

## ESSA Conference 2018



Becky Rapier



# Teaching Elementary School Children to Be Effective Writers: An Educator's Practice Guide

Graham, Bollinger, Olson, D'Aoust, MacArthur, McCutchen, Olinghouse

Institute for Education Sciences

What Works Clearinghouse

2012

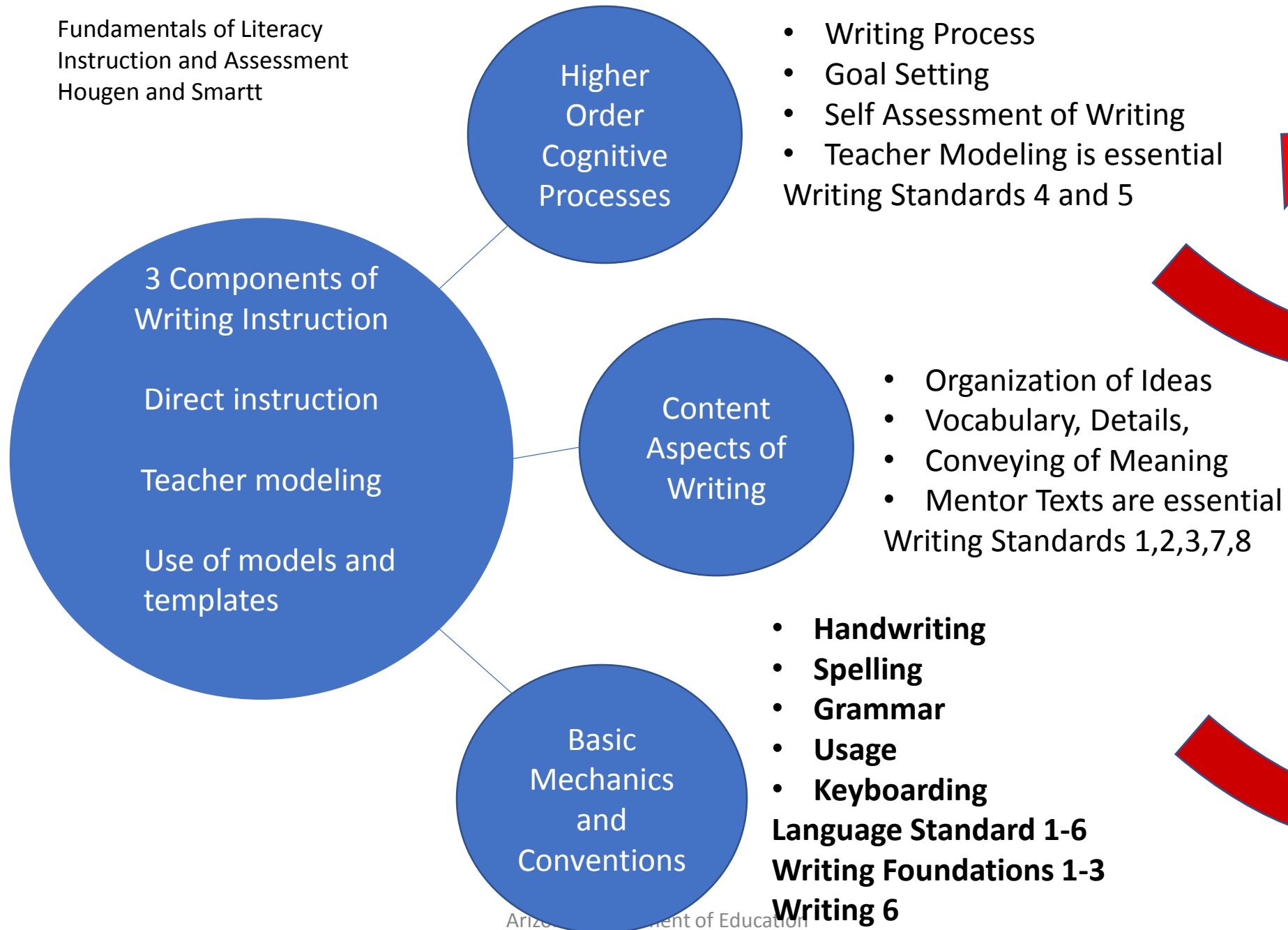
Arizona Department of Education

# Essentials for Writing Development

- Provide daily time to write. Writing alone is not enough- must include instruction.
- Teach students to use the writing process and to write for number of different purposes.
- **Teach students to become fluent with handwriting, spelling, sentence construction, typing and word processing.**
- Create an engaged a community of writers.

What Works Clearing House

**Writing Foundation  
Standards adopted 2016**



“Writing is a mental juggling act that depends on automatic deployment of basic skills such as handwriting, spelling, grammar, and punctuation, so that the writer can keep track of such concerns as topic, organization, word choice and audience needs”

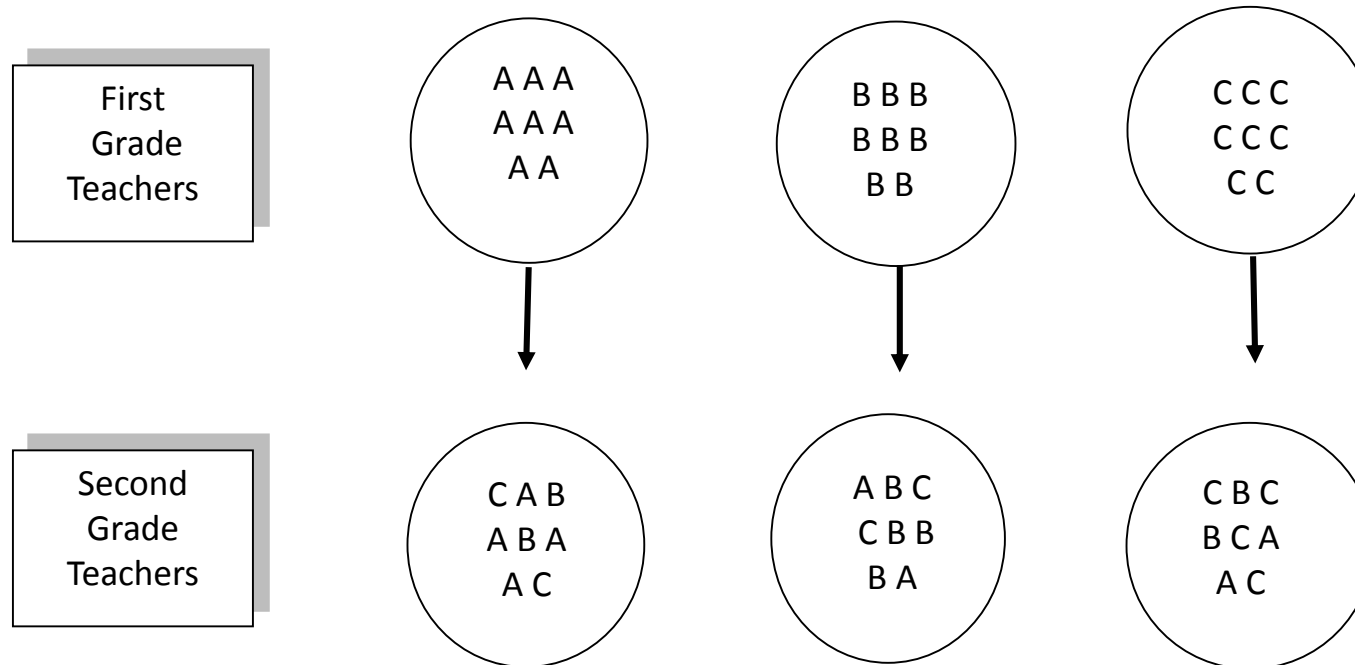
Moats, L. C. (2010). *Speech to print: Language essentials for teachers*.

Paul H. Brookes Publishing Co., PO Box 10624, Baltimore, MD 21285-0624.

# Pillars in K-3 Writing Foundations

## Consistency

### Expectations & Terminology



# Pillars in K-3 Reading and Writing Foundations

## Procedural and Declarative Fluency

### Procedural

- Reading a map
- Shooting a free-throw
- Basic skills of reading and writing
  - Decoding or sounding out unknown words quickly
  - Forming letters legibly, with automaticity/fluidity
  - Spell words quickly with fluidity
  - Construct sentences

### Declarative

- Events during the Normandy Invasion in World War II
- Rules of Basketball
- Characteristics of a Cell
- Basic skills of reading and writing
  - Knowing the sounds each letter makes
  - Describe how to form the letter A
  - Describe the role or part of speech a word is playing in a sentence



# Pillars in K-3 Writing Foundations

## Oral Rehearsal

Why is oral rehearsal important?

“The development of oral language competence lays the groundwork for the development of reading and writing which are also systems of language.”

Language development is critical to children’s success as learners of reading and writing.”

Harp & Brewer 2014





# Handwriting

“When students receive handwriting instruction their writing is better, is longer, and is more fluent.”

Santangelo & Graham, 2012



# How Automatic Are You?





# **Vertical Articulation of Arizona's English Language Arts Standards K-6**

---

ARIZONA DEPARTMENT OF EDUCATION  
HIGH ACADEMIC STANDARDS FOR STUDENTS  
**2016**

# Pillars in Handwriting

- Consistency
- Progression
- Short Sessions
- Distributed Practice
- Motor Development
- Multisensory
- Form Matters



Hougen, M. C., & Smartt, S. M. (Eds.). (2012).  
*Fundamentals of Literacy Instruction and Assessment,*  
*Pre-K-6.* Paul H. Brookes Publishing Company

# Handwriting Assessment

## Local Control

---

Currently not assessed at the state level-but an essential skill for writing development which is assessed at the state level

---

## Accuracy, Fluency, Automaticity

---

## Effective Feedback

# Spelling Supports Writing

Fluency in spelling facilitates better writing.  
Just as failure to develop accurate and automatic decoding can impair reading comprehension in readers, failure to develop legible and automatic letter and word formation **interferes with content writing.**



# The Role of Spelling

- Spelling plays a fundamental role in the writing process, especially in early stages of formal literacy acquisition.
- Spelling is a complex cognitive activity, involving the integrated motor, linguistic, and memory processes.
- Because many young students experience difficulties in the spelling phase, which in turn limits the overall writing process, it is crucial to assess spelling performance as early as possible, in order to detect difficulties that might impair children's writing skills.

# Spelling Supports Reading

Spelling instruction **based on patterns and morphology** underpins reading success by creating an **awareness of the sounds** that make up words and the **letters that spell those sounds**. As children learn to spell, their knowledge of words improves and reading becomes easier.

Joshi, Treiman, Carreker and Moats  
How Words Cast Their Spell 2009

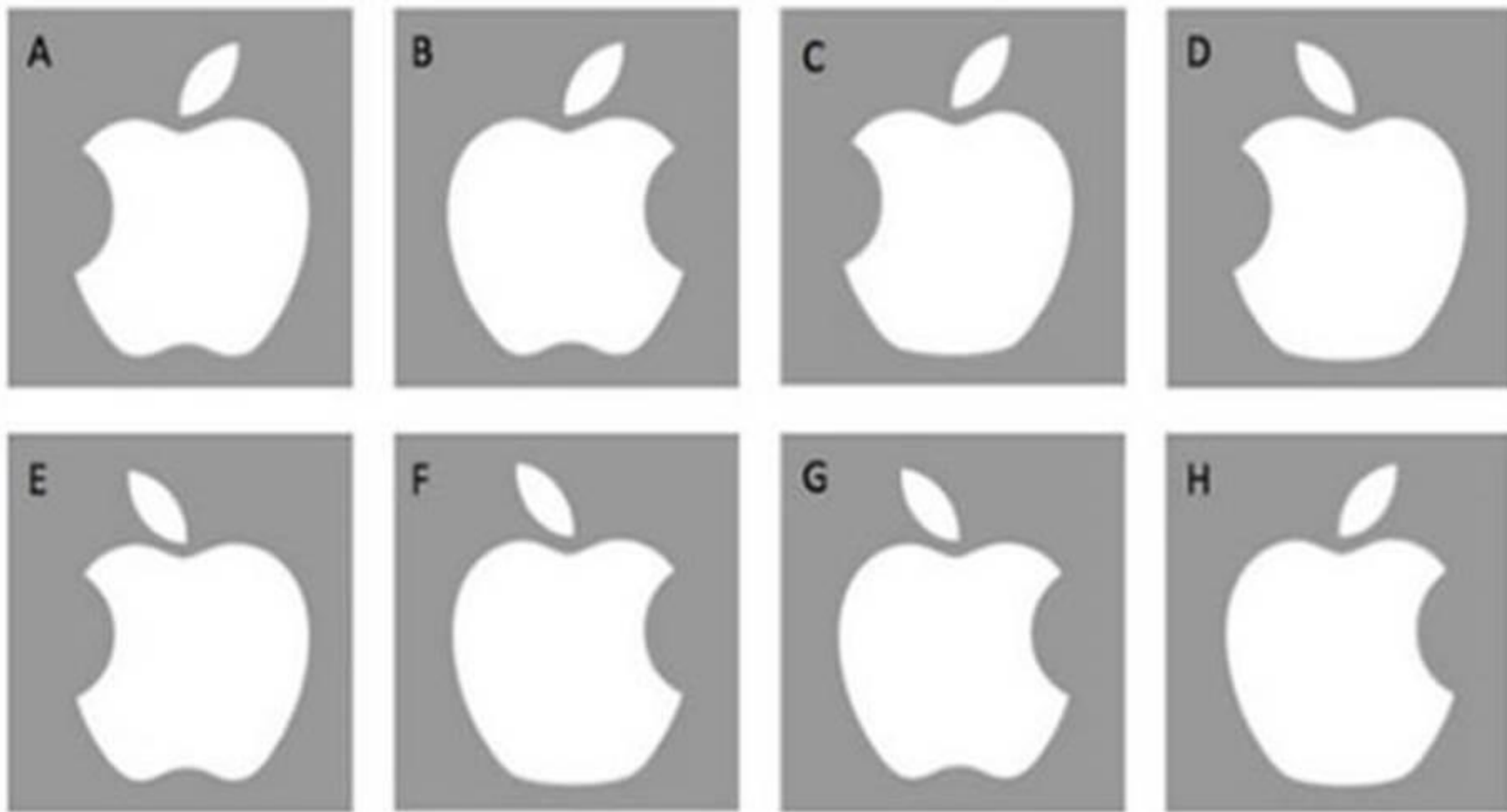




Spelling is more difficult than reading because...

we must encode or generate from memory  
all the letters that correspond  
to the spoken word.

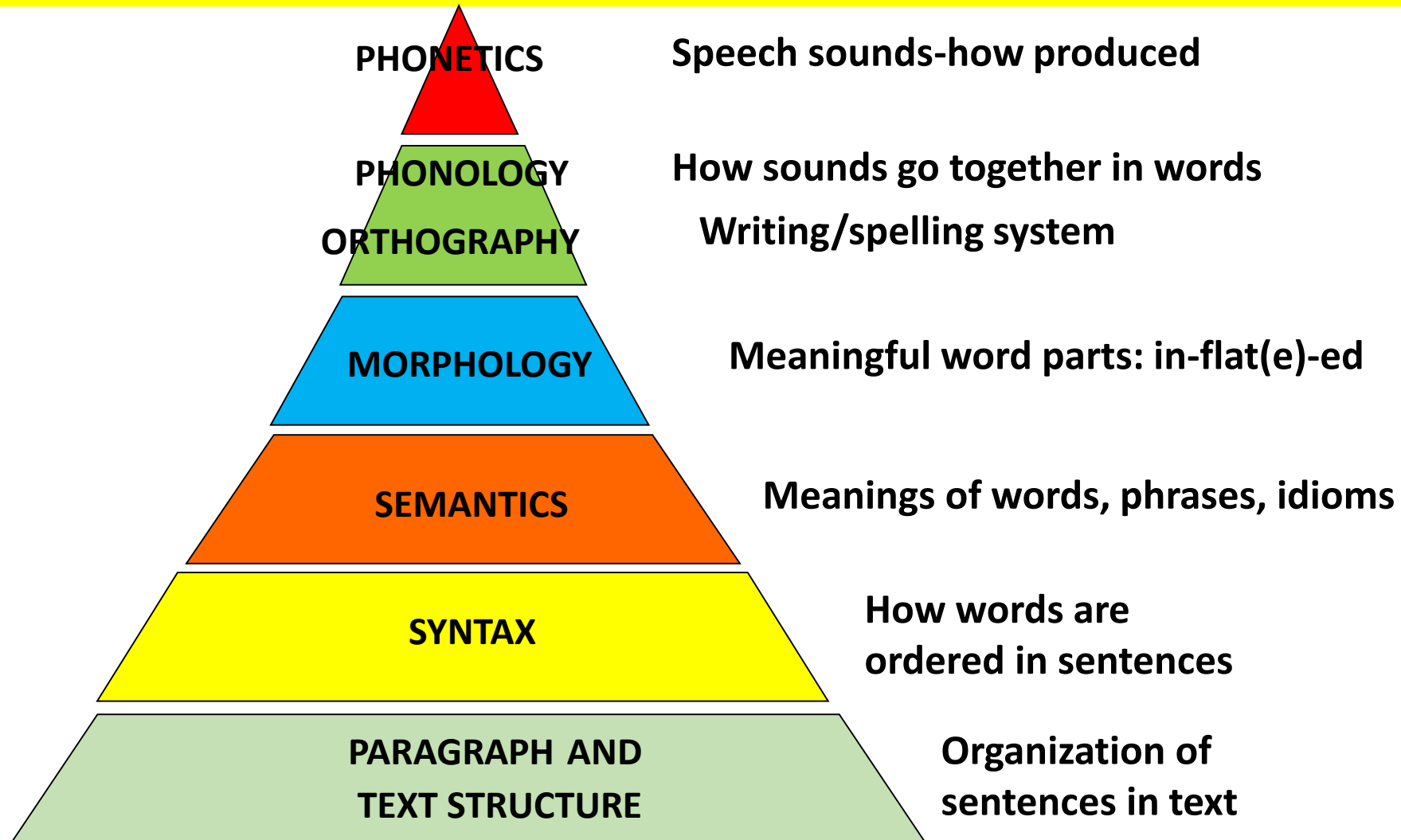
- http://lar



What did I hear?



# Build A Language Foundation



## PHONOLOGY

Sentences

Words

Syllables

Onset-Rime

Individual

Phonemes

1:1

Graphemes

(Digraphs,

Trigraphs,

Vowel Teams)

Blends

Word Families

Syllable Types

Morphemes

Roots/Affixes

Word Origin

## ORTHOGRAPHY

Teach letter  
names

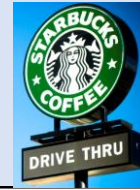
Connect  
letters  
and sounds



Dr. Carol Tolman

# Stages of Reading and Spelling Development

Logographic  
PRE-K



Partial or Early Alphabetic  
Late K-Early Grade 1

bat, job, pig

Full or Late Alphabetic  
Late 1- Early Grade 2

free, take, joking, shopping

Consolidated Alphabetic or Orthographic  
Late 2- Grade 3+

un-de-ni-a-ble  
un-deni-able

# Syllable Segmentation



# Syllable Deletion

Teacher: Say *transportation*

Students: *transportation*

Teacher: Say *transportation* without *trans*

Students: *portation*

Teacher: Say *transportation* without *tion*

Students: *transporta*

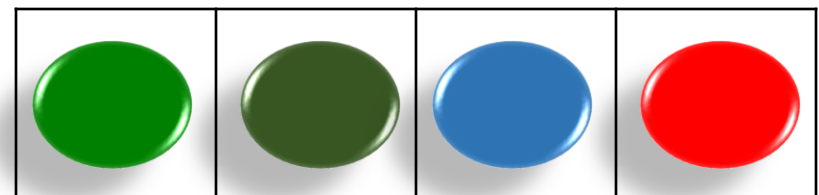
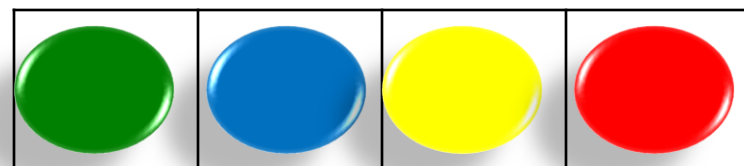
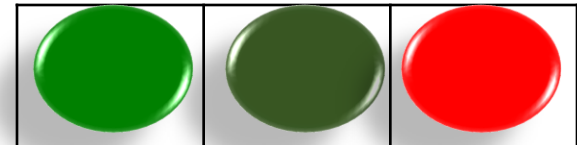
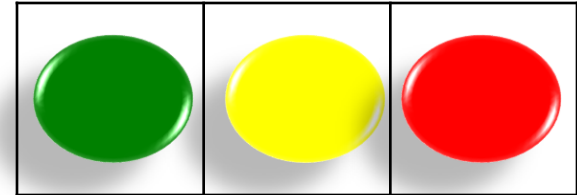
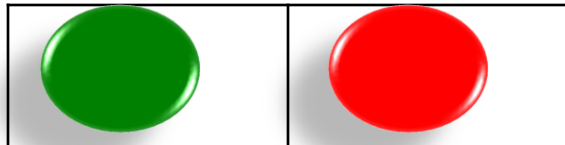




# Phoneme Segmentation

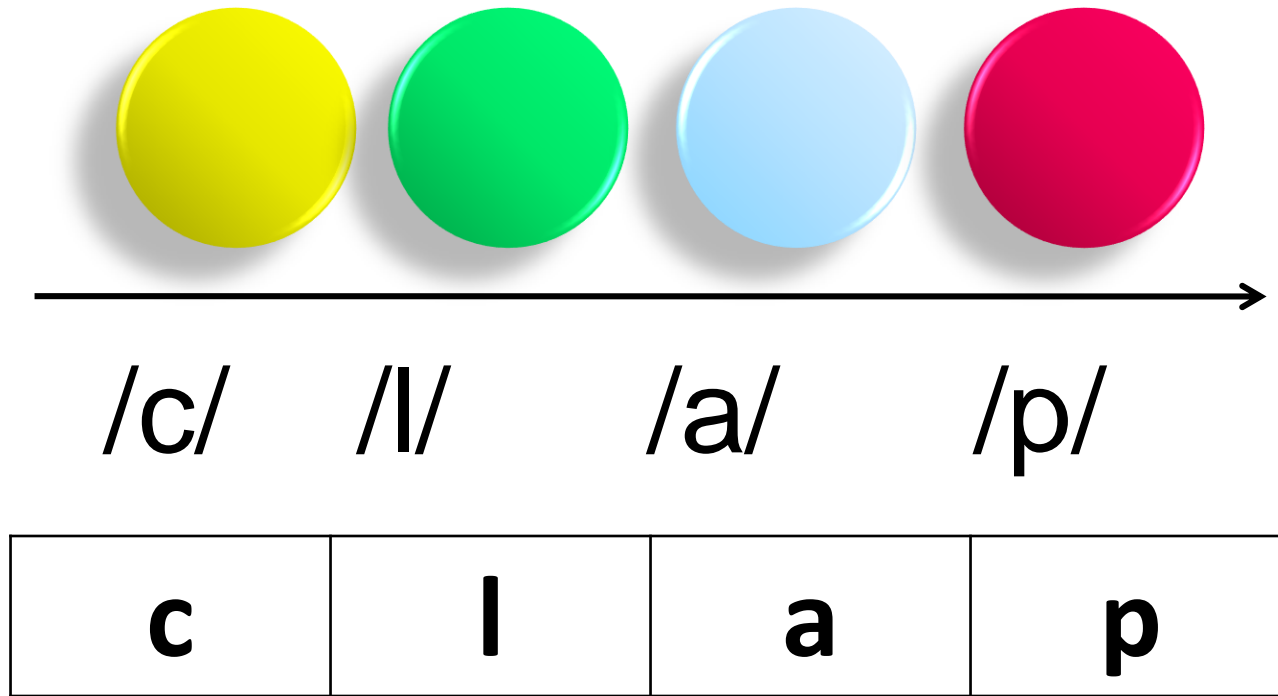
## Phoneme Blending

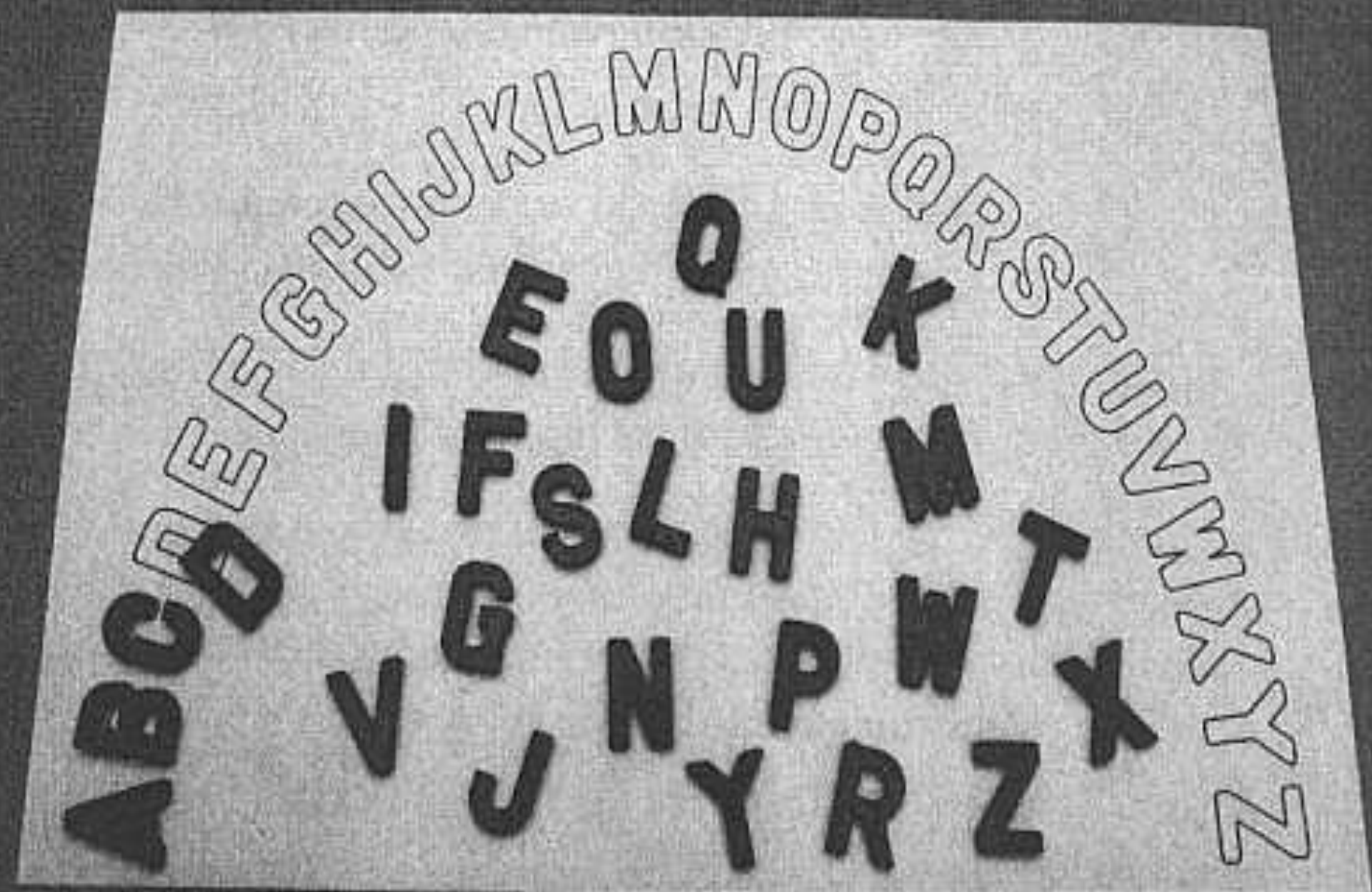
Choose Your Words Wisely  
Simple → Complex



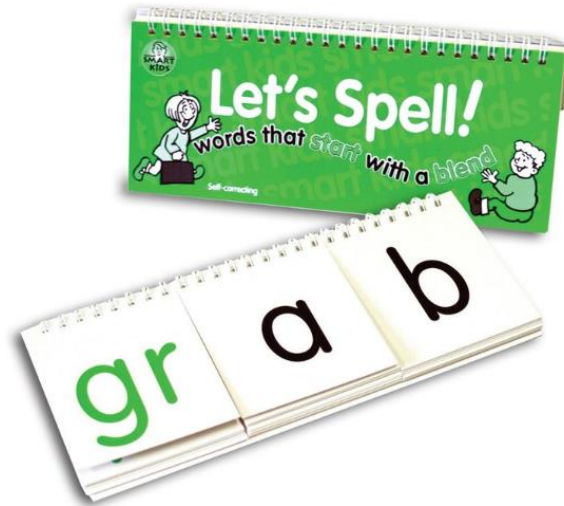
# Phoneme-Grapheme Mapping

Tap It, Map It, and Graph It

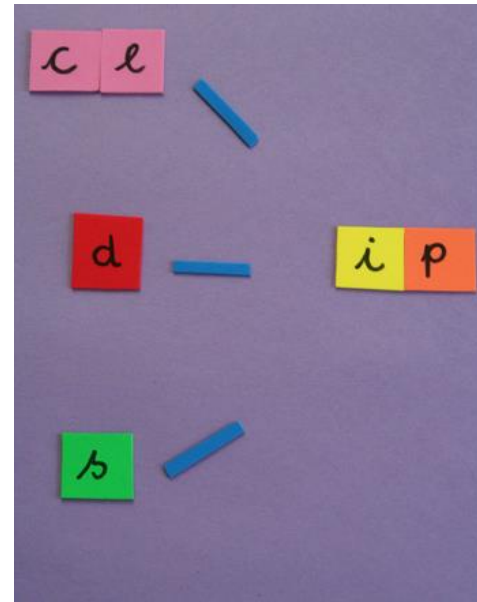




# Spelling Patterns



WORD FAMILIES									
-ab		-ad		-ag		-am		-an	
dab	nab	bad	pad	bag	drag	dam	Sam	can	ran
gab	tab	dad	sad	nag	tog	ham	yam	fan	plan
cab	crab	lad	lad	rag	wag	jam	clam	man	van
jab	grab	mad	glad	sag	flag	ram	slam	pan	Stan
-ap		-ar		-at		-ed		-en	
cap	sap	bar	tar	bat	rat	bed	Ted	Ben	pen
gap	top	car	char	fat	flat	fed	shed	den	when
nap	clap	far	scar	cat	sat	led	wed	hen	ten
lap	snap	jar	star	hat	that	red	sled	men	then
-et		-id		-ig		-in		-ip	
jet	pet	kid	lid	big	wig	bin	tin	dip	rip
met	set	did	gid	dig	pig	fin	win	kip	zip
let	wet	hid	nid	fig	sprig	kin	chin	rip	ship
net	fret	kid	slid	jig	twig	pin	skin	sip	trip
-it		-ob		-og		-op		-ot	
bit	pit	Bob	blob	bog	jog	bop	pop	dot	pot
fit	sit	cob	glob	dog	clog	cop	stop	got	not
hit	quit	job	sob	fog	log	hop	shop	cot	knot
kit	split	rob	knob	hog	frog	mop	top	hot	spot
-ub		-ug		-um		-un		-ut	
cub	tub	bug	plug	bum	drum	bum	shun	but	nut
hub	club	dug	rug	gum	plum	fun	spun	cut	rut
rub	scrub	hug	tug	sum	chum	nun	sun	hut	shut
sub	shrub	mug	slog	hum	glum	run	stun	jut	strut



Students need to understand rationale, be provided time to analyze and have conversations about the speech and spelling patterns.

# Syllable Types

## CLOVER

C- Closed

L- cLe Final StabLe

O- Open

V- Vowel Team

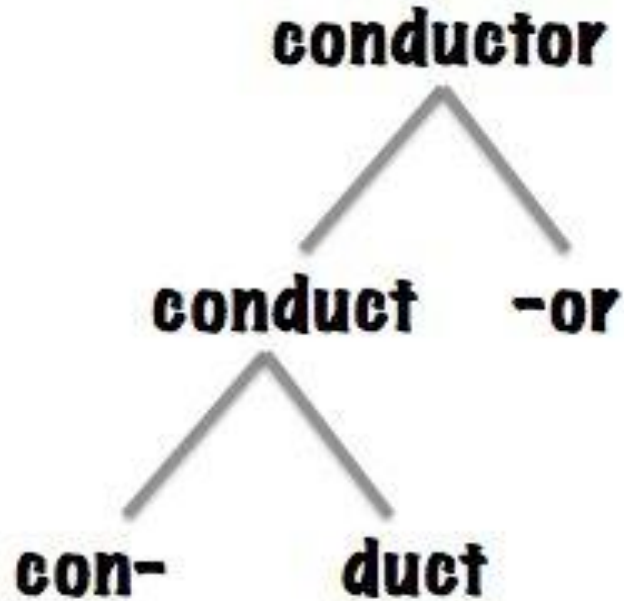
E- VCe Silent E

R- R Controlled





# Morphemes



Using Latin and Greek affixes and roots to teach multiple words is a more efficient approach than the traditional instruction of teaching words as single entities.-

Rasinski



# AZ ELA Glossary

## Vowels

Common graphemes (spellings) are listed in the following table for each of the vowel sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme
/ē/	see, these, me, eat, key, happy, chief, either	ee, e_e, -e, ea, ey, -y, ie, ei
/ī/	sit, gym	i, y
/ā/	make, rain, play, great, baby, eight, vein, they	a_e, ai, ay, ea, -y, eigh, ei, ey
/ĕ/	bed, breath	e, ea
/ă/	Cat	a
/ī/	time, pie, cry, right, rifle	i_e, ie, -y, igh, -i
/ŏ/	fox, swap, palm	o, wa, al
/ŭ/	cup, cover, flood, tough	u, o, oo, ou
/aw/	saw, pause, call, water, bought	aw, au, all, wa, ough
/ō/	vote, boat, toe, snow, open	o_e, oa, oe, ow, o-,
/oo/	took, put, could	oo, u, ou
/ū/ [oo]	moo, tube, blue, chew, suit, soup	oo, u_e, ue, ew, ui, ou
/y/ /ū/	use, few, cute	u, ew, u_e
/oi/	boil, boy	oi, oy
/ow/	out, cow	ou, ow
er	her, fur, sir	er, ur, ir
ar	Cart	ar
or	Sport	or

ə/ Schwa- A schwa sound can be represented by any vowel. The schwa is a deflated vowel in an unaccented syllable in words of more than one syllable. The deflated vowel takes on the sound of /ŭ/ or /ī/. The schwa can be found in 20% of the English language. Word Examples: banana \bə-'na-nə\, again \ə-'gen\.

Vowel Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given vowel. Many graphemes are more than one letter.

## Sound-Spelling Chart

This chart provides the most common spelling patterns for each sound.  
( \_ = a letter has to be in this place)

### "SHORT" VOWEL SOUNDS

/ă/ - sat	/ĕ/ - hen	/ĭ/ - pig	/ŏ/ - hot	/ŭ/ - rug
a_	e_    ea_	i_ _y_	o_	u_ _o_

### "LONG" VOWEL SOUNDS

/ā/ - game	/ē/ - feet	/ī/ - bite	/ō/ - boat	/ū/ - two
a    a_e ai_    ay    eigh	_y    e ee    ea    ie	i_e    i _y    igh    ie	o    o_e oa    ow    oe	oo    u    o u_e    ou    ue

### OTHER VOWEL SOUNDS

/ōō/ - book	/yū/ - use	/əw/ - hawk	/ə/ - <u>a</u> bout (in multisyllabic words)
u    oo_	u    u_e ew	o    a(l)    (w)a au_    əw	o    u    ə i    e

### DIPHTHONGS

### VOWEL-R SOUNDS

/oi/ - toy	/ow/ - cow	/er/ - her	/ər/ - card	/or/ - for
oi_    oy	ou_    ow	er    _or    _ar ir    ur	ər	or



What did I hear?



# Multi-syllable Words

---

Longer words typically have several patterns/syllable types within the word.

---

Multi-syllable words should be taught after patterns have been learned in single syllable words.

---

Students need strategies for dividing longer words into manageable parts.

# Syllable Division Principles

- Pronunciation of multisyllabic words is determined by **how the word is divided**.
- Syllable division is based on the relationship between the **vowels** and **consonants** in words.
- Syllable division can begin **once students have a concept of the syllable** types in the word.



# Syllable Division Patterns

---

VC / CV

---

V / CV

---

VC / V

---

/Cle

---

V / V

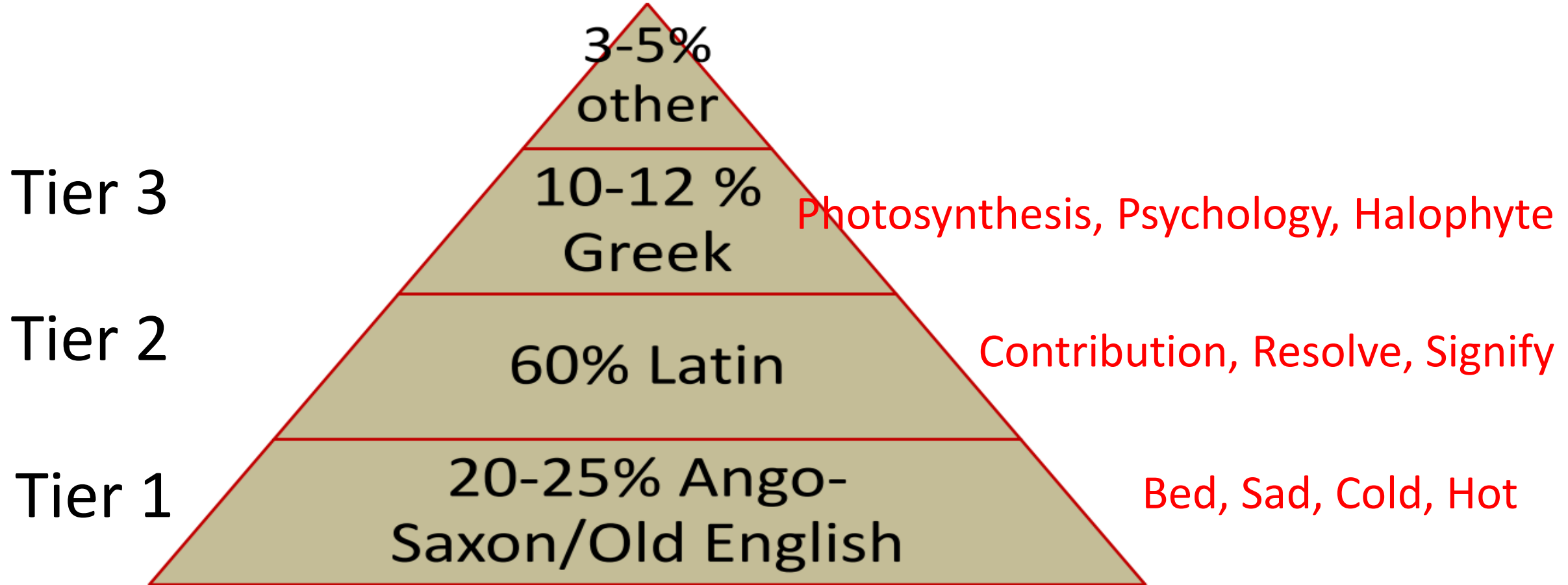
# Spot and Dot Syllable Division

1. Spot the vowels and place a dot above them.
2. Look how many consonants are between the vowels.
3. If there are two consonants, divide between them.
4. If there is one consonant, divide before it.
5. If this does not sound right, divide after the consonant.

**mitten, tulip, lemon, present**

(Adapted from: *Cheney & Cohen, 1999*)

# Layers of English



3-5%

other

10-12 %

Greek

Greek: domain specific words, specialized, used mainly in science and technology. **MORPHOLOGY**

Latin: academic words, more sophisticated, syllables: open, closed, silent e, r-controlled.

**SYLLABLES AND DIVISION PATTERNS**

in

Anglo Saxon: sight words, high frequency, mostly phonetically regular, make up many K-1 word lists. **LETTER/SOUNDS PATTERN**

go-

nglish

# What did I hear?

Why is  
syllable  
division  
practice  
important?

What  
should it  
look like  
and sound  
like?

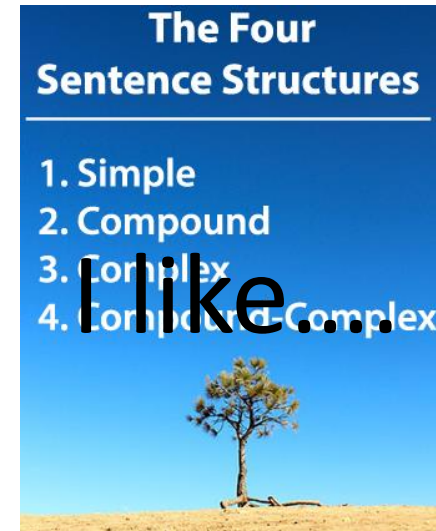




# Sentence Construction

When a writer does not possess knowledge of syntactical options that they can rapidly draw upon, they are more likely to default to simpler more familiar patterns.

Bruce Sadler  
Best Practices in Writing Instruction  
2013



# Pillars in Sentence Construction

- **Consistency and Fluency**
- **Knowledge and application of parts of speech and conventions are the building blocks for sentence construction.**
- **Sentences are the building blocks for writing paragraphs, essays, and other forms of written discourse.**

Hougen, M. C., & Smartt, S. M. (Eds.). (2012). *Fundamentals of Literacy Instruction and Assessment, Pre-K-6*. Paul H. Brookes Publishing Company



# Parts of Speech

How does word order effect meaning?

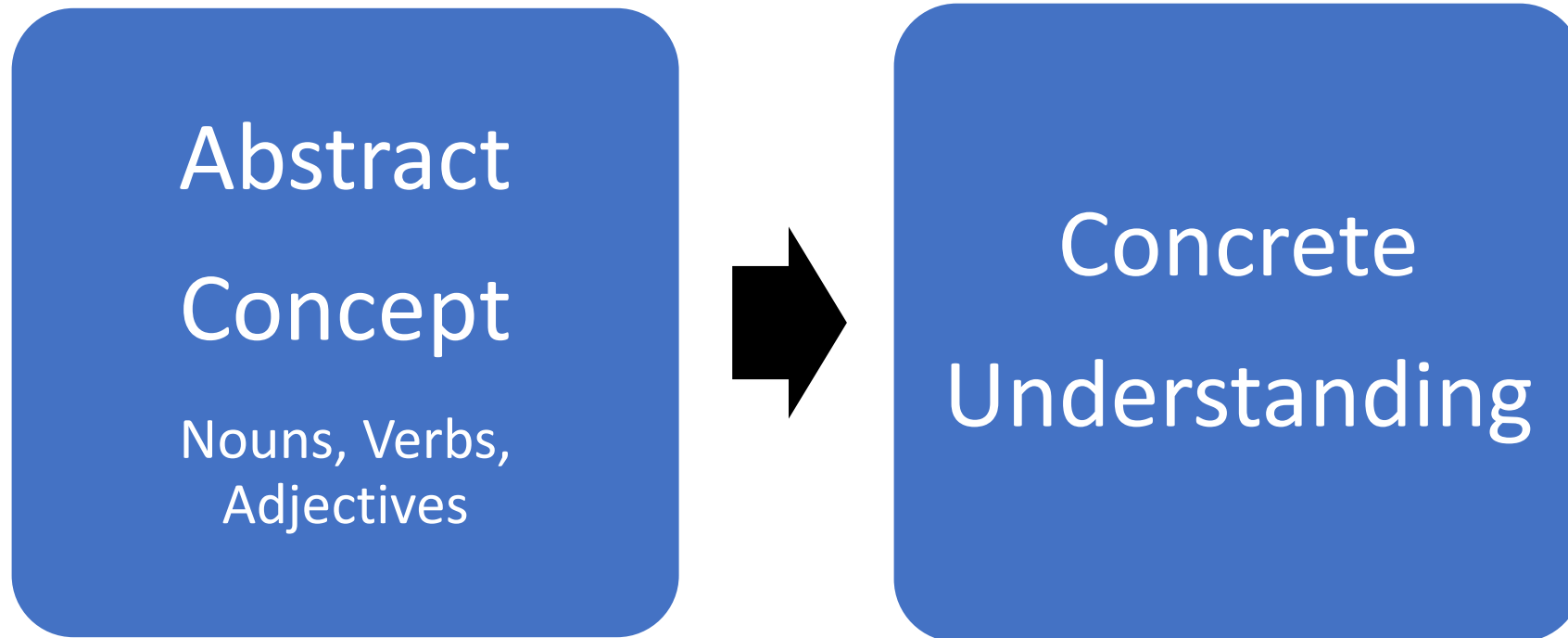
In the fall we eat crisp apples.



Mother made an apple crisp.



# Multisensory Approaches



**The coach called the play.**

**An artist created a sculpture.**

— **R** — **Y** — **O** — **R** — **Y** —

# SIMPLE SENTENCE

A Simple Sentence has one **subject**  
and one **predicate**.

Tom swims.

Mary swims.

Tom plays tennis.

Mary plays tennis.

# Simple Sentence

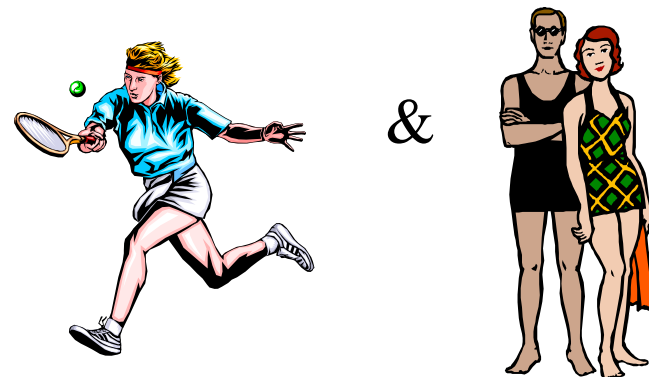
Tom and Mary

play tennis and swim.

Compound Subject



Compound Predicate



# Sentence Combining

Sentence combining is a simple approach that prompts students to write and rewrite sentences to better convey intended meanings by learning and practicing **syntactic options**.



# Sentence Combining

Begin with a text you are currently using

Choose two simple sentences

Model how the simple sentences can be combined.

**My dog is big. My dog is black.**



**My dog is big and black.**

**My big dog is black.**

**My black dog is big.**

## Sentence Combining: Let's Try It

**The water was cold.**  
**The water was refreshing.**

Using the cards and rearranging them,  
how many different ways can you combine  
these two sentences?

Can you make a question?

# What are we looking for?

## Criteria of a Sentence

1. Capital Letter
2. Subject (noun or pronoun)
3. Verb
4. Ending Punctuation
5. Complete Thought

## Level of Syntax Grades 1-3

- Simple Sentence
- Simple Sentence
  - compound subject
  - compound predicate
  - compound object
- Compound Sentence
- Complex Sentence

